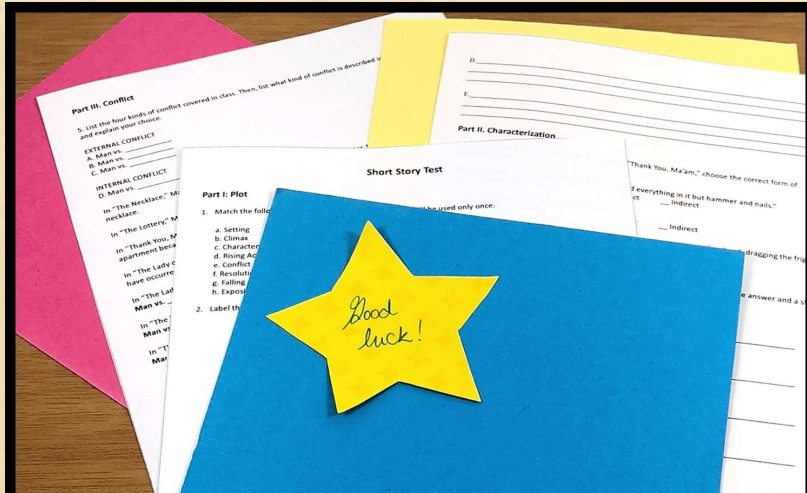


Students apply identification & analysis skills learned throughout their Short Stories Unit to a new text

Created for 8th & 9th grade

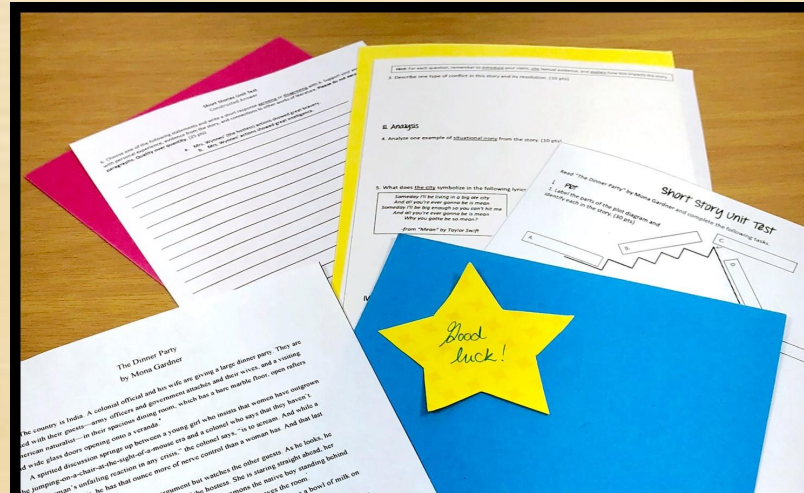
THE THREE TESTS



**"The Monkey's Paw"
SHORT STORIES TEST**

by Danielle @ Nouvelle ELA

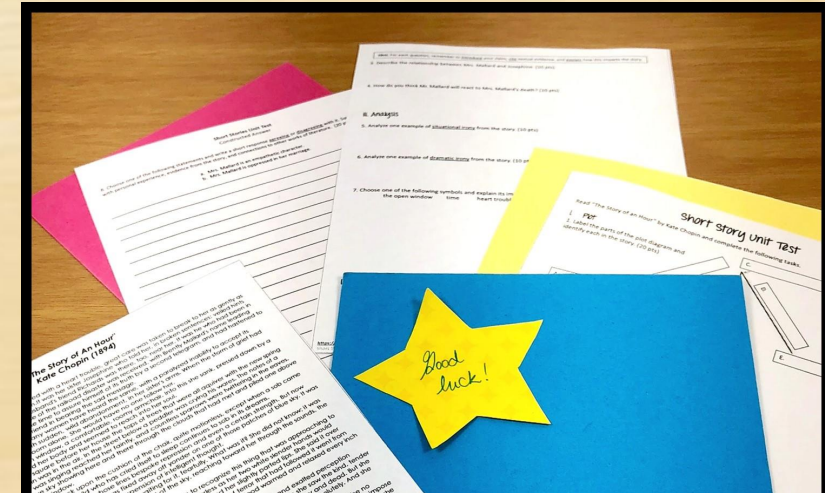
Created for 8th & 9th
grade Enrichment
ELA



**"The Dinner Party"
SHORT STORIES TEST**

by Danielle @ Nouvelle ELA

Created for 9th
grade on-level
students



**"The Story of an Hour"
SHORT STORIES TEST**

by Danielle @ Nouvelle ELA

Created for 9th
grade Honors
students

Level 1: "The Monkey's Paw"

PART III. CONFLICT

5. List the four kinds of conflict covered in class. Then, list what kind of conflict is described in each example and explain your choice.

EXTERNAL CONFLICT

- A. Person vs. _____
- B. Person vs. _____
- C. Person vs. _____

INTERNAL CONFLICT

- D. Person vs. _____

EXAMPLE	TYPE OF CONFLICT (PERSON VS.)	REASON
In "The Necklace," Matilda is too proud to tell her friend, Madame Forestier, that she lost the borrowed necklace.		

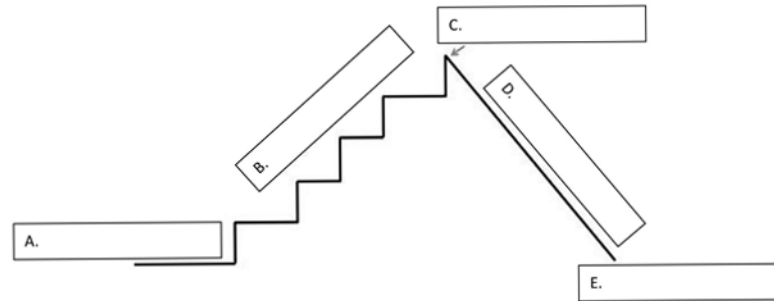
Short Story Test

PART I: PLOT

1. Match the following words with their definitions. Each will be used only once.

- a. Setting _____ the "first hurdles," when the conflict is introduced.
- b. Climax _____
- c. Characters _____
- d. Rising Action _____
- e. Conflict _____
- f. Resolution _____
- g. Falling Action _____
- h. Exposition _____

2. Label this Plot Diagram with the five parts of plot. Then, describe each part for "The Monkey's Paw."



A. _____

B. _____

CHARACTERIZATION

From Langston Hughes' "Thank You, Ma'am," choose the correct form of characterization for the woman:

_____ Direct _____ Indirect

"Sorry," whispered the boy.
_____ Direct _____ Indirect

"This evening," said the large woman starting up the street, dragging the frightened man:
_____ Direct _____ Indirect
_____ Direct _____ Indirect

Look for indirect characterization in a story? Write the answer and a short answer.

(This test content has been blurred to reduce student cheating)

Editable Test covers Plot, Conflict, and Characterization
(Editable in .doc format)

Level 2: "The Dinner Party"

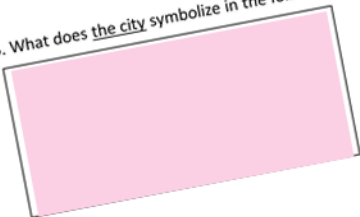
Hint: For each question, remember to introduce your claim, cite textual evidence, and explain how this supports your claim.

3. Describe one type of conflict in this story and its resolution. (10 pts)

III. Analysis

4. Analyze one example of situational irony from the story. (10 pts)

5. What does the city symbolize in the following lyrics? Analyze this symbol in 2-3 sentences.



IV. Short Answer

6. Choose one of the following statements and write a short response to it. Support your answer with personal experience, evidence from the story, and connections to other works of literature. **Quality over quantity.** (25 pts)

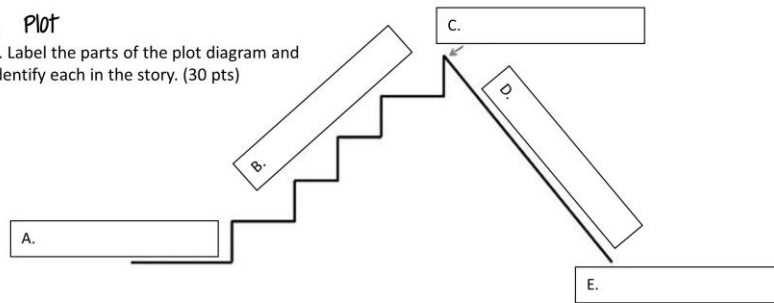
a. Mrs. Wynnes' (the hostess) actions showed that she was a good person. Mrs. Wynnes' actions showed that she was a bad person.

Short Story Unit Test

Read "The Dinner Party" by Mona Gardner and complete the following tasks.

I. Plot

1. Label the parts of the plot diagram and identify each in the story. (30 pts)



- A.
- B.
- C.
- D.
- E.

Short Stories Unit Test

Constructed Answer

6. Choose one of the following statements and write a short response agreeing or disagreeing with it. Support your answer with personal experience, evidence from the story, and connections to other works of literature. **Please do not exceed two paragraphs. Quality over quantity.** (25 pts)

Blank lines for writing the answer to question 6.

Answer
___/5
Evidence
___/10
Connections
___/10
Total
___/25

(This test content has been blurred to reduce student cheating)

Editable Test covers Plot, Conflict, Characterization, Symbolism, and Literary Analysis (Editable in .doc format)

Level 3: "The Story of an Hour"

Hint: For each question, remember to introduce your claim, cite textual evidence, and explain how this impacts the story.

3. Describe the relationship between Mrs. Mallard and Josephine. (10 pts)

4.

III. Analysis

5. Analyze one example of situational irony from the story. (10 pts)

6. Analyze one example (10 pts)

7. Choose one of the following symbols and explain its importance in the story

IV. Short Answer

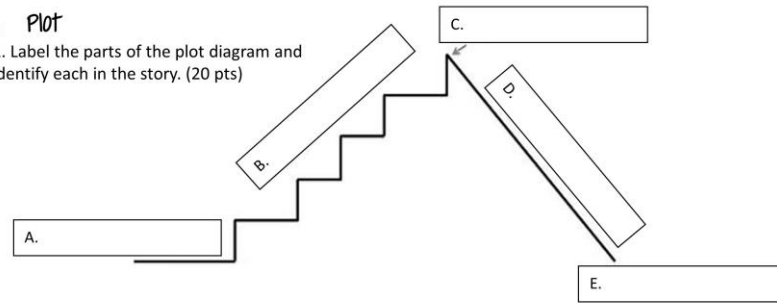
8. Choose one of the following statements and write a short response with personal experience, evidence from the story, and connections to other works of literature. (20 pts)

Short Story Unit Test

Read "The Story of an Hour" by Kate Chopin and complete the following tasks.

I. Plot

1. Label the parts of the plot diagram and identify each in the story. (20 pts)



- A.
- B.
- C.
- D.
- E.

Short Stories Unit Test Constructed Answer

8. Choose one of the following statements and write a short response agreeing or disagreeing with it. Support your answer with personal experience, evidence from the story, and connections to other works of literature. (20 pts)

Answer
___/4
Evidence
___/8
Connections
___/8
Total
___/20

(This test content has been blurred to reduce student cheating)

Editable Test covers Plot, Conflict, Characterization, Symbolism, and Literary Analysis (Editable in .doc format)

Short Story Test Review

9TH REGULAR ENGLISH

Answer (4 pts)

Student Response:

[Redacted student response]

You needed: to clearly identify which topic you were doing (oppressed) and which opinion you're writing about (yes) and a brief why.

Test Review PPT:

-reduce student questions

Edit & share this PPT the day you hand back tests!

This shows what you sought in short response answers and how you awarded points.

Ideas for Adaptability & Accessibility

Students review the literary analysis skills that they've learned in your Short Stories unit, starting with the new text "The Monkey's Paw" by W.W. Jacobs. The test covers **plot**, **characterization**, **conflict**, and **literary terms**. You can use the editable files to change items or point values.

This is the test I created for an enrichment English class and have used it in 8th & 9th grade with SPED and ELL populations.

Your texts: For these classes, I use *Reader's Digest* Magazine and versions from the *Reader's Digest* website.

EDITING YOUR TEST:

The first part of the test will be over "The Monkey's Paw". Part II includes exercises on characterization. Part III is on conflict and includes exercises on "The Necklace," and "The Lady of the Lake."

TESTING:

Day 1: Read "The Monkey's Paw" from *Reader's Digest* Magazine, [which can be found here](#).

Day 2: Read through the entire "The Monkey's Paw" while they take notes. Questions provide enough context.

Day 3: (this is after you've graded the tests and go over the answers.)

TEST REDOS / EXTRA CREDIT

This is typically my first test of the year, so students are still setting good study habits for themselves. I inevitably have students ask for a redo. ...And sometimes, a "bad grade" on this. ...And sometimes, a "bad grade" is an 85%! Anyway, this is your chance to decide what your grade levels are. If you'd like an easy solution, you can have students write an analysis of your key literary devices and short story elements as they appear in an episode of TV. [Here's a ready-made version of this](#). I offer this for up to 20 points of extra credit.

Short Stories Unit Test

Students apply all of the literary analysis skills that they've learned in your Short Stories unit to the text "The Dinner Party". The test covers **plot**, **characterization**, **irony**, **symbolism**, and constructed **literary analysis**. You can use the editable files to change items or point values, and the Review PPT to go over test answers with your students. You will need to print a copy of the story (available [online](#)) for your students.

PREPARATION

1. Edit the .doc form of the test as needed to meet the needs of your students. You can always edit prompts and point values to accommodate different learner profiles.
2. Print a class set of the story. Each student needs their own copy. You can place these in page protectors to discourage note-taking on the text.
3. Edit the Test Day PPT as needed.
4. According to the learner profiles in your classroom, decide whether you'll read the story aloud for everyone or whether students will read to themselves. In a 45-minute class, most students have time to read the text and answer the questions.

Reminder: Some students may need to write on the text, according to accommodations in their IEPs or 504s.

TEST DAY

1. When students enter the room, display the Test Day PPT.
2. Students receive a copy of the text and proceed to read and take the test.

HANDING BACK TESTS

In my experience, spending 15-20 minutes going over the test once you've graded it can cut down on a lot of student questions. Since it involves an essay, students always have "well, what about...?" questions.

I've prepared a Test Answers PPT for you according to what I look for in my answers. You can edit this as needed for your students. You can edit your PPT with exemplar answers from your own students.

TEST REDOS / EXTRA CREDIT

This is typically my first test of the year, so students are still setting good study habits for themselves. I inevitably have students ask for some sort of make up or redo if they receive a "bad grade" on this. ...And sometimes, a "bad grade" is an 85%! Anyway, this is your chance to decide what your grade levels are. If you'd like an easy solution, you can have students write an analysis of your key literary devices and short story elements as they appear in an episode of TV. [Here's a ready-made version of this](#). I offer this for up to 20 points of extra credit.

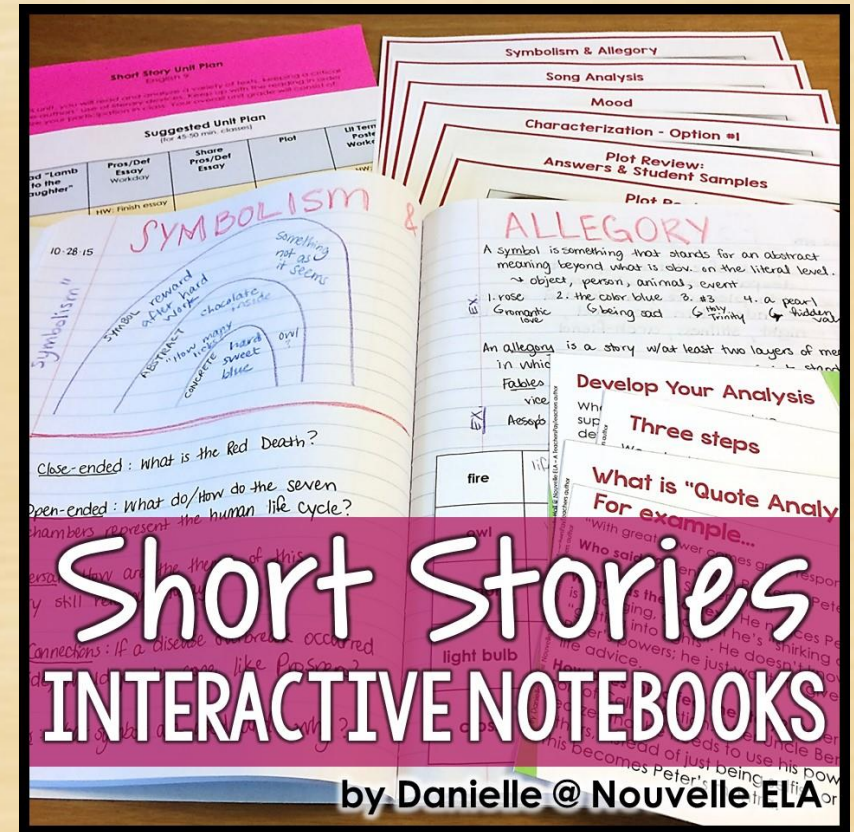
Happy Teaching!

Set-Up & Differentiation for each level

I have used these for three different ELA preps (enrichment, standard, and honors), but you can also use them within the same classroom. Students read the text on Test Day.

Looking for a whole Short Story Unit?

Find the bundle here,
including three editable
unit tests



CHECK OUT THE UNIT BUNDLE HERE!